INTRODUCTION
The Bachelor of Science in Child and Adolescent Development (CHAD) is designed to provide students with empirically derived knowledge about bio-physical, socio-emotional and cognitive developmental milestones from conception through adolescence; individual and cultural differences; and common variations in development. Students develop critical thinking, writing and oral presentation skills in preparation to be professionals working with children and families. Our curriculum provides broad undergraduate preparation for students interested in early care and education, elementary education, special education and a variety of youth-related social service careers, as well as graduate study in disciplines such as child development, counseling, developmental psychology and social work.

LEARNING GOALS AND STUDENT LEARNING OUTCOMES
The following goals and learning outcomes have been established for students pursuing a degree in Child and Adolescent Development:

Comprehension of theories, concepts and research outcomes
- Describe and/or explain relevant theories, concepts and related research findings
- Describe normative development
- Describe individual, cultural and environmental differences
- Identify the purpose and structure of community and government systems

Information literacy and research analysis skills
- Identify, access, analyze and synthesize relevant sources
- Critically analyze research studies

Communication skills
- Write effectively in APA style, taking purpose and audience into account
- Make effective oral presentations, taking purpose and audience into account

Professional, ethical and reflective practice with diverse populations
- Apply theories, concepts and research findings to promote child well-being
- Identify relevant ethical and legal issues and the impact of possible actions in real-world situations

ACADEMIC ADVISEMENT
Academic advisement is provided at both the Fullerton and Irvine campuses through regularly scheduled Overview of the Major sessions and individual student advising appointments. During their first semester as a major, students are required to attend an Overview of the Major session and are expected to consult with a department
adviser to develop an academic plan to ensure efficient progress towards graduation. Consult the department website or contact the department office for a schedule of Overview of the Major sessions and available individual advisement appointments.

**BACHELOR OF SCIENCE IN CHILD AND ADOLESCENT DEVELOPMENT (51 UNITS)**

The Bachelor of Science in Child and Adolescent Development requires a minimum of 51 units in the major, including a nine-unit basic core completed by all majors and 42 units in one of the following four options: Early Childhood Development; Elementary School Settings; Adolescent/Youth Development; and Family and Community Contexts.

A "C" (2.0) or better is required in all courses applied to the major. Course prerequisites are strictly enforced.

**Basic Core Courses (9 units)**

- CAS 101  Introduction to Child and Adolescent Development (3)
- CAS 201  Child, Family and Community (3)
- SPED 371  Exceptional Individual (3)

**OPTION IN EARLY CHILDHOOD DEVELOPMENT (42 UNITS)**

The option in Early Childhood Development (ECD) provides advanced understanding of cognitive, physical and social-emotional development, from conception through age eight. It is designed for students preparing to work with young children and their families and/or pursue graduate studies in early childhood education, development, mental health or related fields.

**Option-Specific Core Courses (18 units)**

- CAS 215  Observations in Early Childhood Settings (3)
- CAS 300  Elements of Effective Professional Communication (3)
- CAS 301  Inquiry and Methodology in Development (3)
- CAS 321  Infant/Toddler Development (3)
- CAS 322  Preschool-Age Development (3)
- CAS 491  Leadership Seminar in Early Childhood (3)
  OR CAS 490T  Topical Senior Seminar in Child and Adolescent Development (3)

**Fieldwork Courses (6 units)**

- CAS 140/L  Introduction to Early Childhood//Practicum (3)
  OR CAS 394/L  Practicum Seminar/Practicum in Child and Adolescent Development (3)
- CAS 464/L  Practicum Seminar/Practicum in Early Care and Education (3)
  OR CAS 494/L  Practicum Seminar/Practicum in Youth and Families in Community Settings (3)

**Topical Developmental Courses (18 units)**

- CAS 340  Parenting in the 21st Century (3)
  OR CAS 341  Working with Parents of Young Children (3)
- CAS 346  Modern Culture and Early Childhood (3)
- NURS 306  Health and Safety for Early Childhood (3)
- SPED 400  Early Childhood Special Education (3)

**OPTION IN ELEMENTARY SCHOOL SETTINGS (42 UNITS)**

The option in Elementary School Settings (ESS) is designed for students interested in teaching at the elementary school level and emphasizes an understanding of cognitive, physical, and socio-emotional development, subject-matter knowledge, and consideration of pedagogical strategies and programs that promote academic achievement as well as other positive developmental outcomes for elementary school children.

**Option-Specific Core Courses (18 units)**

- CAS 300  Elements of Effective Professional Communication (3)
- CAS 301  Inquiry and Methodology in Development (3)
- CAS 310  Assessing and Observing Development (3)
- CAS 325A  Conception through Age 8 (3)
- CAS 325B  Age 9 through Adolescence (3)
- CAS 490T  Topical Senior Seminar in Child and Adolescent Development (3)

**Fieldwork Courses (6 units)**

- CAS 394/L  Practicum Seminar/Practicum in Child and Adolescent Development (3)
- CAS 474/L  Practicum Seminar/Practicum in Development in School Settings (3)

**Topical Developmental Courses (18 units)**

One class from each cluster:

- Arts – ART 380, DAN 471, MUSC 433, THTR 402A
- Kinesiology – KNES 386
- Language Arts – ENGL 341, THTR 311
- Math – MATH 303A
- Science – BIOL 453, GEOL 410
- Developmental Elective – CAS 326, 340, 345, 2nd CAS 490T
MULTIPLE SUBJECT TEACHING CREDENTIAL PREPARATION

A Multiple Subject Teaching Credential is required to teach in California public elementary schools. Demonstration of both basic skills and subject matter competency are admission requirements for the Multiple Subject Teaching Credential program. Further information is available from the Center for Careers in Teaching.

OPTION IN ADOLESCENT/YOUTH DEVELOPMENT (42 UNITS)

The option in Adolescent/Youth Development (AYD) provides advanced understanding of cognitive, physical and socio-emotional development during the adolescent age period. It is designed for students who intend to work with youth in community-based settings and/or to pursue graduate studies related to adolescent development.

Option-Specific Core Courses (18 units)
CAS 300 Elements of Effective Professional Communication (3)
CAS 301 Inquiry and Methodology in Development (3)
CAS 310 Assessing and Observing Development (3)
CAS 325A Conception through Age 8 (3)
CAS 325B Age 9 through Adolescence (3)
CAS 490T Topical Senior Seminar in Child and Adolescent Development (3)

Fieldwork Courses (6 units)
CAS 394/L Practicum Seminar/Practicum in Child and Adolescent Development (3)
CAS 484/L Practicum Seminar/Practicum in Adolescent and Youth Services (3)

Topical Developmental Courses (18 units)
One class from each cluster:
- Family and Parenting – CAS 340, 345
- Interpersonal Issues – CAS 380, HCOM 220, SOCI 341
- Recreation and Health – CAS 327, 360, KNES 387
- Diversity and Identity – CAS 375, CHIC 332, EDSC 340, SOCI 354
- Adolescents at Risk – CAS 365, 490T, CRJU 425, 455, HESC 321, SOCI 413

OPTION IN FAMILY AND COMMUNITY CONTEXTS (42 UNITS)

The option Family and Community Contexts (FCC) is designed for students planning to work with children, adolescents, and their families in community-based settings and/or preparing for graduate studies in human/child development, counseling, social work or related fields.

Option-Specific Core Courses (18 units)
CAS 300 Elements of Effective Professional Communication (3)
CAS 301 Inquiry and Methodology in Development (3)
CAS 310 Assessing and Observing Development (3)
CAS 325A Conception through Age 8 (3)
CAS 325B Age 9 through Adolescence (3)
CAS 490T Topical Senior Seminar in Child and Adolescent Development (3)

Fieldwork Courses (6 units)
CAS 394/L Practicum Seminar/Practicum in Child and Adolescent Development (3)
CAS 494/L Practicum Seminar/Practicum in Youth and Families in Community Settings (3)

Topical Developmental Courses (18 units)
One class from each cluster:
- Abnormal Behavior – PSYC 341, SOCI 466
- At-Risk Issues – CAS 365, HESC 321, HUSR 415, 430, SOCI 385, 408
- Biology – BIOL/KNES 210, BIOL 305, PSYC 306
- Family Systems – CAS 340, 345, SOCI 351
- Measurement/Statistics – PSYC 201, SOCI 303
- Theoretical Perspectives – HUSR/COUN 380, HCOM 407, PSYC 431, PSYC 481, SOCI 300

MINOR IN CHILD AND ADOLESCENT DEVELOPMENT (21 UNITS)

A minimum of 12 units of coursework for the minor must be distinct from coursework that is applied to the major. No more than six units of lower-division coursework may be applied to the minor. A “C” (2.0) or better is required in all courses applied to the minor.

Core Courses (9 units)
One developmental survey course (3)
CAS 101 Introduction to Child and Adolescent Studies (3)
CAS 312 Human Growth and Development (3)
CAS 315 Child Development (3)
Developemental context course (3)
CAS 201 Introduction to Child, Family and Community (3)

One developmental depth course (3)
CAS 321 Infant/Toddler Development (3)
CAS 326 Optimizing Development of School Aged Children (3)
CAS 330 Adolescence and Early Adulthood (3)
OR approved alternate

Research Methods (3 units)
CAS 301 Inquiry and Methodology in Development (3)
OR CAS 305 Advanced Assessment in Early Childhood (3)
OR approved alternate

Electives (9 units)
Nine units selected in consultation with department adviser.
May include CAS 394/L

CHILD AND ADOLESCENT STUDIES COURSES
Courses are designated as CAS in the Class Schedule.

101 Introduction to Child and Adolescent Development (3)
Overview of major concepts and related professional opportunities. Practical applications will be considered within different biological, familial, social and cultural contexts to facilitate understanding of influences on developmental outcomes.

120 Youth Development in After-School Programs (3)
For individuals in or who are currently working in after-school programs. Relevant developmental issues and effective strategies for interfacing with youth to support positive outcome in after-school programs. One or more sections offered online.

140 Introduction to Early Childhood (2)
Corequisite: CAS 140L. Learn about and plan developmentally appropriate activities in early childhood settings for children ages 0-8 and their families.

140L Introduction to Early Childhood Practicum (1)
Corequisite: CAS 140. First of a year-long practicum sequence for Child and Adolescent Development majors pursuing the Early Childhood Development Option. How to implement developmentally appropriate activities in early childhood settings. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

141 Intermediate Seminar in Early Childhood (2)
Prerequisites: CAS 140, 140L. Corequisite: 141L. Builds on an introductory practicum as students learn about and plan developmentally appropriate activities to early childhood settings for children 0-8 and their families.

141L Intermediate Practicum Early Childhood (1)
Prerequisites: CAS 140, 140L. Corequisite: CAS 141. Supervised field experience in early childhood setting for children 0-8 and their families. Implementation of developmentally appropriate activities. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

201 Child, Family and Community (3)
Overview of interpersonal relationships between child, family and community members; the interaction among systems, influences of age, gender, diverse abilities, culture, race, ethnicity, socio-economic and public policy factors, and community resources available to support family systems. One or more sections offered online.

210 Orientation to the Field of Child Development (3)
Introduction to the field of child development. Survey of programs and services for children, adolescents and young adults, and exploration of professional opportunities, organizations and publications.

215 Observations in Early Childhood Settings (3)
Prerequisite: CAS 101. Introduces the appropriate application and limits of a variety of observation methods for use with young children and in early childhood settings; several assessment tools will be studied. Hands-on observations will focus on children, interactions, and environments.

300 Elements of Effective Professional Communication (3)
Prerequisite: sophomore standing. Styles of written communication common to child development programs and services. Reporting on theories and research to multiple audiences (e.g., other professionals, parents, community groups) in written and oral formats. Meets upper-division baccalaureate writing course requirement for Child and Adolescent Development majors.

301 Inquiry and Methodology in Development (3)
Prerequisite: sophomore standing. Framework and methods necessary for interdisciplinary study of child development. Conducting library research, reading and writing scientific reports, using descriptive and inferential statistics, developing computer literacy, and exploring developmental methodology and theory. (2 hours lecture, 2.5 hours laboratory)

305 Advanced Assessment in Early Childhood (3)
Prerequisites: CAS 101, 215. Relevant literature, observation and assessment strategies, research design and data analysis as relevant to young children. Effective oral and written communication for diverse audiences found in early childhood settings. Meets upper-division baccalaureate writing course requirements for Child and Adolescent Development majors.
310 Assessing and Observing Development (3)
Prerequisites: CAS 101, 201, 300, 301. Purposes and methods associated with assessing and observing child and adolescent development. Topics include selection of appropriate methods, survey of standardized measures, ethics, and interpretation and implications of data.

312 Human Growth and Development (3)
Prerequisite: PSYC 101. Biological/physical, socio-emotional, cognitive development across the lifespan. One or more sections offered online.

315 Child Development (3)
Prerequisite: completion of General Education (G.E.) Category D.1. Major concepts, principles, theories and research related to cognitive, linguistic, social, emotional and physical development from birth through adolescence; emphasizes developmentally appropriate practices. One or more sections offered online.

317 Infant and Toddler Development (3)
Prerequisite: CAS 101. Normative and atypical physical, social, emotional and cognitive development for children 0-3 years of age and implications of infant and toddler child care services with an emphasis on developmentally appropriate practices.

320 Preschool-Age Development (3)
Prerequisites: CAS 101, 321. Normative and atypical physical, social, emotional and cognitive development for children 3-6 years of age and implications on child care services provided for preschool-aged children with an emphasis on developmentally appropriate practices.

323 Primary-Age Development (3)
Prerequisite: CAS 322. Normative and atypical physical, social, emotional and cognitive development for primary-aged children and implications of after-school program services with an emphasis on developmentally appropriate practices.

325A Conception through Age 8 (3)
Prerequisites: CAS 101, 201, 300, 301. Research, theories and their application to biological/physical, socio-emotional and cognitive development from conception through age 8. One or more sections offered online.

325B Age 9 through Adolescence (3)
Prerequisites: CAS 101, 201, 300, 301, 325A. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from age 9 through adolescence. One or more sections offered online.

326 Optimizing Development of School Age Children (3)
Prerequisite: CAS 101 or equivalent. Conditions that impact and facilitate development during middle childhood. These include external (e.g., appropriate support and empowerment across various contexts) and internal assets (e.g., social competence and commitment to learning). Highlights strategies that promote development. One or more sections offered online.

327 Optimizing Development During Adolescence (3)
Prerequisite: CAS 101. Conditions that impact and facilitate development during adolescence. External (e.g., appropriate support and empowerment across various contexts) and internal (e.g., self-concept, commitment to learning) assets. Strategies that promote development.

330 Adolescence and Early Adulthood (3)
Prerequisite: PSYC 101. Human development during adolescence and following adolescence. Community resources and services for adolescents and their families. Consequences of adolescent experiences for later development.

340 Parenting in the 21st Century (3)
Prerequisite: completion of G.E. Category D.1. Goals and patterns of parenting in context of contemporary, multicultural society; identifies changing demands of parenting infants, children and adolescents; summarizes current scholarly research on relation of parenting practices to child development outcomes. One or more sections offered online.

341 Working with Parents of Young Children (3)
Prerequisites: CAS 305, 321. Responsibilities and influences of diverse family systems, from the transition to parenting through children completing primary grades. Effective collaboration and communication with parents during early childhood years with the goal of optimizing children's development.

345 Child and Adolescent Development in Diverse Family Contexts (3)
Prerequisites: CAS 300, 301. Patterns and processes of child/adolescent development within families of various cultural/ethnic/social contexts. Identifies multiple theoretical and disciplinary perspectives in studying child and family developmental processes, as well as summarizing the current related scholarly literature.

346 Modern Culture and Early Childhood (3)
Prerequisites: CAS 305, 322. Impact of cultural diversity, media, family practices and related education policies on young children's development, including cognitive and social skills, and the application of the information in early childhood settings. One or more sections offered online.
351 Language and Literacy Development in Early Childhood (3)
   Prerequisites: CAS 305, 322. Integrates a deep understanding of early language and literacy development with theory, research and practical strategies for facilitating children's mastery of these skills. Developmental norms, individual and cultural variations, and curricular strategies are addressed.

352 Numeracy and Science in Early Childhood (3)
   Prerequisites: CAS 305, 323. Theory and research on children's scientific inquiry and numeracy development. Integrates science and mathematics in early childhood settings through interdisciplinary thematic units.

353 Learning and Motivation in Early Childhood (3)
   Prerequisites: CAS 305, 321, 322. Building on the foundation developmental classes, this class examines theory and research on children's learning, cognition and motivation with an emphasis on practical applications in early childhood settings. Developmental norms, individual and cultural variations, and curricular strategies.

360 Adolescents and the Media (3)
   Prerequisite: completion of G.E. Category D.1. Summarizes current social, cultural and behavioral research on adolescents and mass media. How teens use, learn, are depicted in and shape cultural meaning from exposure to television and other electronic media.

365 Adolescent Pregnancy and Parenting (3)
   Prerequisite: completion of G.E. Category D.1. Reviews current knowledge base on adolescent pregnancy and the developmental implications for parent and child. Social, educational and health implications of early parenting, and articulates the resources, skills and supports needed to foster success in parenting.

370 Development of African American Children and Youth (3)
   Prerequisite: completion of G.E. Category D.1. Understanding cognitive and socio-emotional development of African American children and youth is facilitated through comprehensive examinations of significant African and African American cultural and historical experiences; and social influences including families, schools, socioeconomic status, neighborhoods and American society. (Same as AFAM 370)

375 Adolescent Identity (3)
   Prerequisites: CAS 300, 301, 325A. Corequisite: CAS 325B recommended, but not required. Adolescent identity within the context of socio-emotional, physical and cognitive development. Special attention paid to the function of sociocultural factors (e.g., ethnicity, peers, family structure) that help forge individual identity within the larger group context.

380 Adolescent Sexuality and Intimate Relationships (3)
   Prerequisite: CAS 301. Current trends, potential risks and opportunities associated with adolescents' involvement in sexual and intimate relationships from a normative developmental perspective. Socio-ecological contexts (e.g., families, peers, culture) of adolescents' sexual and relational attitudes/behaviors.

394 Practicum Seminar in Child and Adolescent Development (2)
   Prerequisites: CAS 101, 201. Corequisite: CAS 394L. Classroom analysis of field experience focusing on linkages between theory and practice, and skills and techniques of child development professionals. One or more sections offered online.

394L Practicum in Child and Adolescent Development (1)
   Corequisite: CAS 394. Supervised field experience in agencies, institutions and organizations serving children and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only. May be repeated once for credit.

464 Advanced Practicum Seminar in Early Care and Education (2)
   Prerequisites: CAS 101, 140, 140L, 201, 215, 305, 321, 322. Corequisite: CAS 464L. Classroom analysis of field experience focusing on linkages between theory and practice, and skills and techniques of early childhood development professionals, including adult supervision.

464L Practicum in Early Care and Education (1)
   Corequisite: CAS 464. Supervised field experience in agencies, institutions, and organizations serving young children and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only. May be repeated for credit.

474 Practicum Seminar in Development in School Settings (2)
   Prerequisites: CAS 101, 201, 300, 301, 310, 325A, 394, 394L. Corequisite: CAS 474L. Positive developmental outcomes associated with programs/materiaus used in elementary school contexts are examined. Developmental theory and research findings are linked to these practice alternatives.

474L Practicum in Development in School Settings (1)
   Corequisite: CAS 474. Supervised field experiences in educational setting serving elementary school-aged children. Minimum of four hours per week for a total of 60 hours for credit. Credit/No Credit grade option only. May be repeated for credit.

484 Practicum Seminar in Adolescent and Youth Services (2)
   Prerequisites: CAS 101, 201, 300, 301, 310, 325A, 394, 394L. Corequisite: CAS 484L. Classroom analysis of field experience focusing on linkages between theory and practice, and skills and techniques of adolescent development/youth services professionals.
484L Practicum in Adolescent and Youth Services (1)
Corequisite: CAS 484. Supervised field experience in agencies, institutions and organizations serving adolescents and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

490T Senior Seminar in Child and Adolescent Development (3)
Prerequisites: CAS 101, 201, 300, 301, 310, 325A, 325B. Systematic study of theory, methods and findings concerning a specific developmental topic. Variable topics include children and adolescents at risk, cognition and motivation, controversial issues in development, culture and ethnicity in development, life span creativity, life span perspective, families and development, gender and development, gifted intelligence, working for change: legislative advocacy, moral development, self concept, and temperament and development. May be repeated for credit under different topic. One or more sections offered online.

491 Leadership Seminar in Early Childhood (3)
Prerequisites: CAS 305, 323. Capstone course examining leadership, assessment and funding for early childhood programs. Prepares students to use their knowledge of data, theory and literature to promote the well-being of young children and families through advocacy, fundraising and professional activities. One or more sections offered online.

494 Practicum Seminar in Youth and Families in Community Settings (2)
Prerequisites: CAS 101, 201, 300, 301, 310, 325A, 394, 394L. Corequisite: CAS 494L. Classroom analysis of field experience focusing on linkages between theory and practice, and skills and techniques of professionals working with parents and families in school and community settings.

494L Practicum in Youth and Families in Community Settings (1)
Corequisite: CAS 494. Supervised field experience in agencies, institutions and organizations serving parents and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only. May be repeated for credit.

496 Student-to-Student Tutorial (1-3)
Prerequisites: a 3.0 or higher grade-point average and simultaneous enrollment in the course being tutored or previous enrollment in a similar course or its equivalent. Consult “University Curricula” section of this catalog for more complete course description. May be repeated for a maximum of three total units of credit. Only three units may be taken in a single semester.

499 Independent Study (1-6)
Individual research project, either library or field, under the direction of a Child and Adolescent Studies faculty member. May be repeated for a maximum of nine units of credit. Only six units may be taken in a single semester.